



CAMDEN HIGH

1022 Ehrencloou Drive
Camden, South Carolina

Grades	9-12 High School	
Enrollment	968 Students	
Principal	Daniel H. Matthews	803-425-8930
Superintendent	Dr. Frank E. Morgan	803-432-8416
Board Chair	Joseph Dorton, Jr.	803-408-2433

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Below Average
2010	Average	Below Average
2009	Average	Below Average
2008	Average	Good
2007	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
11	8	18	1	1

* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	73.2%	72.0%	77.8%	75.4%	78.5%	78.5%
Passed 1 subtest (%)	15.5%	14.4%	14.9%	13.2%	11.6%	12.4%
Passed no subtests (%)	11.3%	13.6%	7.2%	11.3%	10.2%	9.6%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	86.7%	91.1%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	279	279	280	275
Number of Graduates in Cohort	205	205	198	196
Rate	73.5%	73.5%	71.6%	72.2%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	279	N/A	285
Number of Graduates in Cohort	N/A	208	N/A	201
Rate	N/A	74.6%	N/A	70.0%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	76.4%	77.1%
English 1	67.0%	65.3%
Biology 1/Applied Biology 2	68.1%	67.6%
Physical Science	57.9%	56.0%
US History and the Constitution	35.1%	45.8%
All Tests	59.9%	62.4%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=968)				
Retention rate	7.8%	Up from 5.3%	3.7%	3.4%
Attendance rate	96.3%	Down from 96.6%	95.2%	95.0%
Served by gifted and talented program	24.6%	Down from 24.8%	14.5%	12.4%
With disabilities other than speech	6.2%	Down from 10.5%	10.8%	9.9%
Older than usual for grade	11.2%	Down from 11.4%	7.1%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.6%	Down from 7.1%	0.7%	0.9%
Enrolled in AP/IB programs	23.8%	Up from 19.7%	13.6%	13.0%
Successful on AP/IB exams	37.1%	Down from 43.6%	51.1%	51.7%
Eligible for LIFE Scholarship	31.1%	Down from 43.2%	30.2%	30.1%
Annual dropout rate	1.3%	Down from 1.7%	2.9%	2.5%
Career/technology students in co-curricular organizations	0.0%	No Change	2.0%	2.9%
Enrollment in career/technology courses	315	Up from 274	369	419
Students participating in work-based experiences	0.0%	Down from 0.3%	11.9%	7.2%
Career/technology students attaining technical skills	71.4%	Up from 64.3%	81.7%	83.0%
Career/technology completers placed	N/A	N/A	97.5%	98.4%
Teachers (n=58)				
Teachers with advanced degrees	60.3%	Down from 63.0%	59.8%	61.1%
Continuing contract teachers	74.1%	Down from 76.7%	85.0%	80.6%
Teachers returning from previous year	82.5%	Down from 90.5%	87.7%	86.5%
Teacher attendance rate	97.2%	Up from 97.0%	95.6%	95.5%
Average teacher salary*	\$45,383	Down 4.6%	\$47,113	\$46,884
Professional development days/teacher	13.6 days	Up from 5.6 days	10.7 days	10.0 days
School				
Principal's years at school	1.0	Down from 16.0	4.0	4.0
Student-teacher ratio in core subjects	30.2 to 1	Up from 17.8 to 1	27.7 to 1	26.5 to 1
Prime instructional time	92.6%	Down from 93.3%	89.9%	89.3%
Dollars spent per pupil**	\$7,278	Down 0.4%	\$7,397	\$7,804
Percent of expenditures for teacher salaries**	54.9%	Up from 52.3%	56.6%	58.0%
Percent of expenditures for instruction**	55.2%	Up from 53.7%	60.0%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.8%	Up from 93.1%	97.0%	97.3%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	N/A	Good
Classical language program assessment	N/A	N/A	N/A	Good

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	240	86.7%	1026	59.9%	279	73.5%	No
Gender							
Male	134	83.6%	534	59.0%	149	71.8%	N/A
Female	106	90.6%	488	60.9%	130	75.4%	N/A
Racial/Ethnic Group							
White	114	93.0%	475	75.6%	144	76.4%	N/A
African American	119	79.8%	509	45.6%	129	70.5%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	36	52.8%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	22	31.8%	51	19.6%	25	32.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	14	64.3%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	117	76.1%	582	52.2%	131	65.6%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

This has been a year of transition and success at Camden High School. The CHS family welcomed new principal Dan Matthews and two new assistant principals: Lesley Corner and Dr. Tylisa Hill. The Commitment to Excellence is still the foundation of Camden High. It was evident throughout the year in academics, athletics, and community activities. Camden High was named a Summa Cum Laude recipient for high ACT performance. CHS was also named a Silver Award winner by the SC Department of Education for Closing the Achievement Gap with underperforming subgroups. The effective use of technology is one of the lynchpins to student engagement. Our district is in the 8th year of its innovative I-Can initiative, which places a laptop in the hands of every high school student and teacher. All teachers are expected to use technology as an integral part of their daily plan. Teachers are trained to integrate the use of digital projectors and Promethean Boards, as well as make full use of our E-Chalk webpage as part of their daily lesson planning. Camden High proudly recognizes the accomplishments of our seniors: 13 Palmetto Fellows winners, 33 Life Scholarship recipients, 33 members of the SAT/ACT Honor Court, and 11 members of the Upchurch & Jowers All-County Academic Team. There were numerous other scholarships to our seniors totaling over \$1,000,000.

The Commitment to Excellence extended to our athletic programs as well. Our Spring Sports Complex was finally completed with an eight-lane track being the final piece of the facility to be completed. Seventeen student-athletes were named by the SCHSL as Scholar Athletes. Additionally, CHS teams won 6 Region Championships; 48 athletes were named All-Region; 5 students were named Region 6 3A Players of the Year; 5 were named All State; and 4 were named to state wide All Star teams. The Performing Arts Auditorium continues to be source of pride for the school and community. Our drama department produced two remarkable productions: a Kabuki Theater presentation and a critically acclaimed production of "A Raisin in the Sun." The JROTC program, the Bulldog Battalion, had its 5-year inspection, and maintained its designation of being an Honor Unit with Distinction, a designation only held by 10% of all ROTC units in our nation. As part of the Bulldogs Give Back program, our student body gave back to our community over 2000 hours of community service as well as raised over \$22,000 for Relay for Life, the United Way, and other community-based charities including Habitat for Humanity, Food for the Soul, and two of our own students who suffered devastating home fires. The Hearts of Gold program recognized over 180 student volunteers. Camden High enjoys the support of the Academic Booster Club, The Bulldog Club, the CamBand Club, the School Improvement Council, and the CHS Alumni Association. These parents and community enrich the fabric of our school by their gifts and their service. Camden High continues its Commitment to Excellence.

Dan Matthews, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	181	41
Percent satisfied with learning environment	91.3%	83.4%	92.3%
Percent satisfied with social and physical environment	95.7%	81.8%	84.2%
Percent satisfied with school-home relations	91.3%	89.3%	89.7%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

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School Adequate Yearly Progress	No
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This school met 10 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	N/A
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.6%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.8%	0.0%	No

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	199	99.0	10.4	32.6	27.5	29.5	65.8	70.2	68.0	No	Yes
Male	93	97.8	17.0	35.2	26.1	21.6	55.7	62.7	63.1	N/A	N/A
Female	106	100.0	4.8	30.5	28.6	36.2	74.3	76.9	73.1	N/A	N/A
White	78	100.0	2.6	18.2	29.9	49.4	84.4	80.1	79.4	Yes	Yes
African American	106	98.1	16.7	40.2	27.5	15.7	51.0	51.5	51.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Hispanic	14	100.0	7.7	61.5	15.4	15.4	69.2	72.0	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	66.4	I/S	I/S
Disabled	16	100.0	71.4	28.6	N/A	N/A	7.1	19.1	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	45.1	I/S	I/S
Subsidized meals	121	98.3	15.5	40.5	25.9	18.1	55.2	58.3	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	199	99.0	19.2	34.7	24.9	21.2	57.0	61.6	62.3	No	Yes
Male	93	97.8	23.9	38.6	26.1	11.4	51.1	57.2	61.4	N/A	N/A
Female	106	100.0	15.2	31.4	23.8	29.5	61.9	65.5	63.2	N/A	N/A
White	78	100.0	7.8	27.3	29.9	35.1	75.3	71.8	75.3	Yes	Yes
African American	106	98.1	27.5	42.2	17.6	12.7	42.2	41.7	42.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	84.3	I/S	I/S
Hispanic	14	100.0	23.1	23.1	53.8	N/A	61.5	68.0	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64.1	I/S	I/S
Disabled	16	100.0	85.7	14.3	N/A	N/A	N/A	17.6	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.1	I/S	I/S
Subsidized meals	121	98.3	25.0	38.8	25.0	11.2	47.4	48.7	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	199	94.5	62.8	13.3	10.6	13.3	23.9	N/A	N/A	N/A	N/A
Male	93	90.3	69.0	16.7	6.0	8.3	14.3	N/A	N/A	N/A	N/A
Female	106	98.1	57.7	10.6	14.4	17.3	31.7	N/A	N/A	N/A	N/A
White	78	97.4	42.1	21.1	13.2	23.7	36.8	N/A	N/A	N/A	N/A
African American	106	91.5	79.4	6.2	9.3	5.2	14.4	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	14	100.0	64.3	21.4	7.1	7.1	14.3	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	16	81.3	92.3	7.7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	121	90.9	71.8	12.7	10.0	5.5	15.5	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2010	256	99.6	14.8	32.0	27.9	25.4	66.8	65.9	65.9
	2011	199	99.0	10.4	32.6	27.5	29.5	65.8	70.2	68.0
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2010	255	100.0	23.0	26.7	26.7	23.5	58.4	59	62.3
	2011	199	99.0	19.2	34.7	24.9	21.2	57.0	61.6	62.3

* Adjusted to account for natural variation in performance.